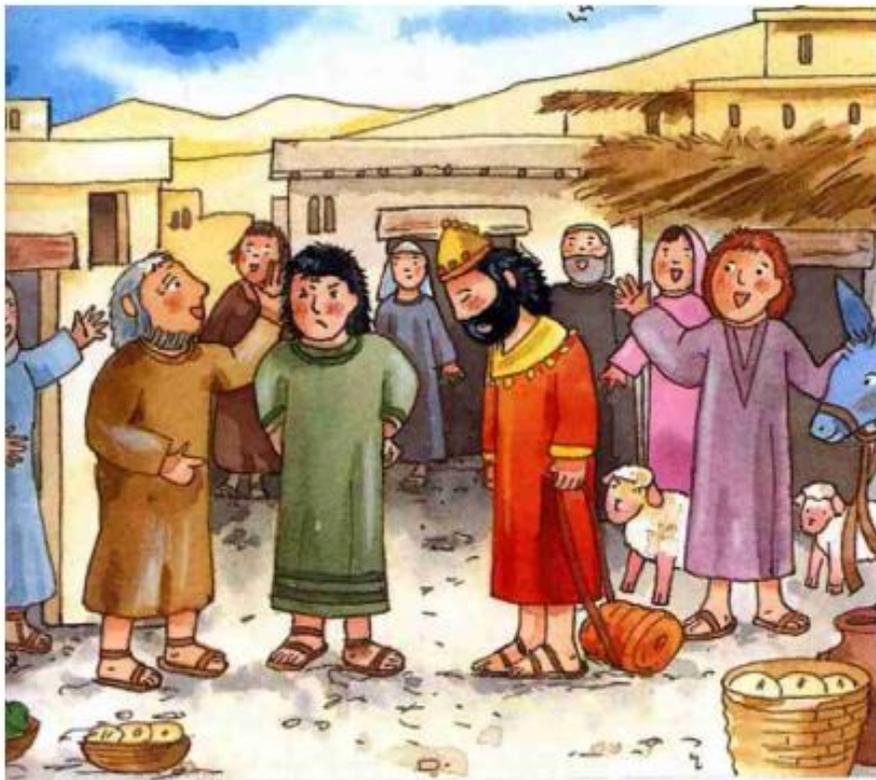


# JESUS' STORIES

## Nottinghamshire SACRE RE Syllabus

### YEAR GROUP: EARLY YEARS



# JESUS' STORIES

## EARLY YEARS

### OVERVIEW

#### About this unit:

This unit enables pupils to explore some of the stories (parables) Jesus told (see below for stories). At this stage, experiencing the stories is of more importance than the deeper meanings of the stories, though meanings are also explored. These meanings are investigated by the pupils later in KS1 too. A variety of ways of telling and investigating the stories are suggested; the teacher has a choice of the order of the stories and a choice of activities.

The unit contributes towards the pupils' skills and positive attitudes by talking about feelings of being lost and being found, about helping and caring, about saying sorry and forgiveness and building your life on sound things.

### SESSIONS

1. Jesus' stories introduced - The Lost sheep
2. The Lost Coin
3. Prodigal Son
4. The Sower
5. The Foolish and Wise Builders
6. The Good Samaritan

#### WHERE THE UNIT FITS IN THE RE SYLLABUS:

This unit will help teachers to implement the Agreed Syllabus for RE, using the concepts of belief, values and teaching as well as questions of meaning, purpose, truth and commitments. It contributes to the **continuity and progression** of pupils' learning by:-

- building upon the pupils' previous experiences of stories of Jesus
- anticipating a further study of 'Jesus and His Stories' in KS1

#### POSSIBLE LINKS WITH OTHER CURRICULUM AREAS and THEMES

Stories in Literacy; Animals, weddings, plants and growing, buildings; SEAL – Getting on and Falling out

**Estimated teaching time for this unit: 6 hours.** It is recognised that this unit may provide more teaching ideas than a class will cover in 6 hours and teachers are invited to use their own ideas as well as or instead of these. Depth of learning rather than covering everything is important.

## **RE AIMS**

### **To know and understand:**

- some of Jesus' stories (parables).

### **To express ideas and insights about:**

- helping and caring for others.
- feelings about being lost and being found.

### **To gain and deploy skills:**

- caring and helping practically.
- Saying sorry and forgiving others

## **ATTITUDES FOCUS:** Pupils will explore attitudes of:

- **Self awareness** by becoming increasingly aware of values and commitments of their own, such as caring, apologising and forgiving.

## **THE UNIT WILL PROVIDE OPPORTUNITIES FOR:**

- Pupils to try to think about what it is like to be one of the characters in the stories
- Pupils to be able to think about their own experiences involving helping and caring.
- Experiences and opportunities provided by this unit include a variety of role-play and drama activities, sequencing activities, use of ICT, games and lego material, puppets, and a variety of story techniques.

## **BACKGROUND INFORMATION FOR THE TEACHER ( Also see Teacher Information paper)**

- **In Christian thinking**, Jesus taught using parables about everyday life (at the time) but with hidden meanings to lead people to think more deeply about values such as love, caring, forgiveness, commitment, overcoming cultural barriers. To a Christian, in the story of the Prodigal son, Jesus shows the nature of God and how people should behave towards Him; in the Lost sheep and the Lost Coin Jesus shows how committed God is to every human being and how He rejoices over His children; in the story of the Wise and Foolish builders and The Sower, Jesus shows what the foundation of our lives should be based. In the Good Samaritan, Jesus shows how people should behave towards others in love and with commitment.

## **RESOURCES** – see separate paper

### Contributions to spiritual, moral, social and cultural development of pupils

- Opportunities for **moral development** come from the pupils exploring their own reactions to values such as helping and caring etc.
- Opportunities for **spiritual development** come from the involvement of God as pupils explore the meaning of the stories.

### EXPECTATIONS: At the end of this unit

#### Pupils working towards step 1 will be able to:

##### Meet some requirements of

- ❖ **Communication and Language**
- ❖ **Personal, Social, Emotional & Development.**
- ❖ **Understanding the world**
- ❖ **Expressive arts and design**
- ❖ **Literacy**
- ❖ **Mathematics**

#### Pupils working at step 1 will be able to:

- Recall one of Jesus' stories
- Talk or think about one of the values discussed eg helping others, caring

#### Pupils working at level 2 will be able to:

- Retell one or more of Jesus' parables/ stories
- Ask questions about the parables/ stories
- Suggest the meaning of one or more of the parables/ stories.
- Respond sensitively to Jesus' parables/ stories
- Talk about such values as helping and caring about others, apologising & forgiving.
- Talk about the thoughts and feelings of characters in the stories.
- Respond to ideas of helping or caring

### ASSESSMENT SUGGESTIONS

An assessment of each pupil is not required for RE at Foundation stage. However the following assessment ideas could be used.

Teachers can assess this work by choosing **one** ( or more if necessary) of the following :-

- assessing any of the requirements above

Session 1, 2, 3, 4, 5, 6 – Name or Retell any of the stories

Session 1,3, 5 – Sequence the story

Session 3 – talking about apologising and forgiveness.

Session 5 – Building your life on good things.

Session 6 – Discussion about caring and helping.